

# GRADE 8

## Unit Six: Style, Voice and Tone

days

Through analysis of the text in Unit 6, students understand how structure of a text contributes to its meaning and style; students compare and contrast style, and identify and analyze voice, irony, and tone, including the impact of specific word choices on tone. While reading, students use and interpret graphic aids and synthesize information. They write and present a literary analysis, write concisely by using appositives and appositive phrases, and form compound and complex sentences. The use of context clues help to determine the meaning of idioms and multiple-meaning words; Latin roots are used to decode unfamiliar words.

### Learning Targets:

I can figure out the deeper meanings of words and phrases as they are used in the story. (RL.4)

I can identify several types of figurative language in a text. (RL.4)

I can identify how certain word choices influence the meaning and tone of a text. (RL.4)

I can identify how the author's analogies or allusions to other texts influence meaning and tone of an informational text. (RL.4)

I can compare and contrast two or more texts. (RL.5)

I can organize my writing with a clear introduction and use appropriate strategies and formats to help explain and expand my topic. (W.2a)

I can use formatting (ex:headings), graphics (ex:charts & tables) and multimedia to add clarification to my writing. (W.2a)

I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. (W.2b)

I can use appropriate and different transitions to present clear connections between my ideas and concepts. (W.2c)

I can use precise wording and specific vocabulary to teach others about a topic. (W.2d)

I can establish and maintain a formal style in presenting written information. (W.2e)

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I can write a conclusion that follows from and supports the information and explanations I presented. (W.2f)  
I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.4)  
I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.5)  
I can gather evidence from fiction or informational texts to support my investigation, thinking and research. (W.9)  
I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. (W.10)  
I can give examples of key portions in an informational text that support my thoughts and inferences about the text. (RI.1)  
I can find more than one central idea in a text and explain how the ideas develop throughout the text. (RI.2)  
I can give an unbiased summary of a piece of informational text. (RI.2)  
I can explain how supporting ideas develop and relate to the central idea of a text. (RI.2)  
I can compare and contrast individuals, ideas and events in a text. (RI.3)  
I can give a presentation that makes claims using relevant evidence, details and reasons. (SL.4)  
I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others. (SL.4)  
I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate. (SL.6)  
I can show that I understand standard English in my speech and in my writing. (L.1)  
I can use commas, ellipses and dashes correctly to show a pause or break in a sentence. (L.2a)  
I can use what I know about the English language to write, speak, read and listen. (L.3)  
I can understand the slight differences between words with very similar definitions. (L.5c)  
I can learn and use new vocabulary appropriate for eighth grade. (L.6)  
I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression. (L.6)

**Academic Vocab:** achieve, strategy, income, trend, individual

**Content Vocab:** compound sentence, connotation, denotation, literary analysis, monitor, paraphrase, style, synthesize, tone, voice

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## Literature

Time frame

	Common Core State Standard	Assessment	Resources
	<p><b>Craft and Structure:</b>  <a href="#">CCSS.ELA-Literacy.RL.8.4</a>            Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Style, Voice and Tone - Holt McDougal</li> <li>The Lady, or the Tiger? - Holt McDougal</li> <li>From Roughing It - Holt McDougal</li> <li>O Captain! My Captain/I Saw Old General at Bay - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.RL.8.5</a>            Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Style, Voice and Tone - Holt McDougal</li> <li>O Captain! My Captain/I Saw Old General at Bay - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.RL.8.6</a>            Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Style, Voice and Tone - Holt McDougal</li> </ul>

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	suspense or humor.		
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Informational Text
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	Common Core State Standard	Assessment	Resources
	<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RI.8.1</a> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Monty Hall Debate/Cartoon - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RI.8.2</a> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Monty Hall Debate/Cartoon - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RI.8.3</a> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Monty Hall Debate/Cartoon - Holt McDougal</li> </ul>

## Writing

	Common Core State Standard	Assessment	Resources
	<a href="#"><u>CCSS.ELA-Literacy.W.8.2.a</u></a> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>
	<a href="#"><u>CCSS.ELA-Literacy.W.8.2.b</u></a> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>
	<a href="#"><u>CCSS.ELA-Literacy.W.8.2.c</u></a> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>

	concepts.		
	<a href="#">CCSS.ELA-Literacy.W.8.2.d</a> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.2.e</a> Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.2.f</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>
	Production and Distribution of Writing: <a href="#">CCSS.ELA-Literacy.W.8.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.8.5</a> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>

	well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 <a href="#">here</a> .)		
	<a href="#">CCSS.ELA-Literacy.W.8.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>
	<p>Range of Writing:</p> <a href="#">CCSS.ELA-Literacy.W.8.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal (can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop - Literary Analysis - Holt McDougal</li> </ul>

## Speaking and Listening

	Common Core State Standard	Assessment	Resources
	<p><b>Presentation of Knowledge and Ideas:</b></p> <p><a href="#">CCSS.ELA-Literacy.SL.8.4</a>  Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening Workshop: Presenting a Response to Literature - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.SL.8.6</a>  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening Workshop: Presenting a Response to Literature - Holt McDougal</li> </ul>

## Language



	Common Core State Standard	Assessment	Resources
	<p>Conventions of Standard English:</p> <p><a href="#">CCSS.ELA-Literacy.L.8.1</a>            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>From Roughing It - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.L.8.2.a</a>            Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>From Roughing It - Holt McDougal</li> </ul>
	<p>Knowledge of Language:</p> <p><a href="#">CCSS.ELA-Literacy.L.8.3</a>            Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>From Roughing It - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.L.8.5.c</a>            Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Lady, or the Tiger? - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.L.8.6</a>            Acquire and use accurately grade-appropriate general academics and domain-specific words and phrases; gather vocabulary knowledge when</p>	<ul style="list-style-type: none"> <li>Unit 6 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Lady, or the Tiger? - Holt McDougal</li> </ul>

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	<b>considering a word or phrase important to comprehension or expression.</b>		
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